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UNIVERSITY OF APPLIED SCIENCES

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Audiovisual Documentation of an International Seminar

Case: LIME

Rönningberg, Mira

Tikkanen, Kirsti

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Audiovisual Documentation
of an International Seminar
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Mira Rönnerberg
Kirsti Tikkanen
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Mira Rönnerberg
Kirsti Tikkanen

**Audiovisual Documentation of an International Seminar
Case: LIME**

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The aim of this Bachelor's thesis is to create a documentary video of an international seminar held in Kerava, Finland, in June 2013. The seminar was called Learning on Immigration and Multicultural Education (LIME) and it was conducted by Kerava Adult Education Center (later Keravan Opisto). LIME was a two-year intercultural project funded by the European Union. Different non-governmental organizations and adult education centers from eight European countries took part on the project. The aim of the LIME project was to exchange information and data on immigration matters and to find ways to enhance immigrant integration in the participant countries. The commissioner of this thesis was Keravan Opisto.

The research methods used in this thesis were qualitative observation and audiovisual documentation. The research approach was very pragmatic and the emphasis of this thesis is on the documentary video. The material for the video was gathered on June 13th 2013 in Kerava. The theoretical part of the thesis consists of defining the basics of educational tourism and intercultural communication, and a more specific description of the LIME project itself.

This thesis is a piloting work of its kind and it shows the fact that there are multiple ways of conducting a thesis. The resulting video of this thesis brought the researchers a lot of new knowledge on creating an audiovisual document and valuable information on intercultural communication and immigration matters around Europe. The aim of this research was to create an audiovisual document and that goal was successfully reached; the outcome is a 30-minute documentary video. The video demonstrates better the content of the final seminar of LIME for the European Commission, who monitors the projects under the European Union funding. The video is available in YouTube under the name "LIME Final Seminar in Kerava".

Key words: Audiovisual documentation, educational tourism, intercultural communication

Mira Rönnerberg
Kirsti Tikkanen

Kansainvälisen seminaarin audiovisuaalinen dokumentointi
Case: LIME

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Tämän opinnäytetyön tavoitteena on luoda audiovisuaalinen dokumentti kansainvälisestä seminaarista, joka järjestettiin Keravalla kesäkuussa 2013. Seminaarin nimi oli ”Learning on Immigration and Multicultural Education” (LIME) ja seminaarin pääjärjestäjänä toimi Keravan Opisto. LIME oli kahden vuoden mittainen Euroopan unionin rahoittama kansainvälinen seminaari, johon ottivat osaa erilaiset kansalaisjärjestöt ja aikuiskoulutusorganisaatiot kahdeksasta EU-maasta. Seminaarin tavoite oli jakaa tietoa maahanmuuttoasioista ja löytää keinoja maahanmuuttajien sujuvampaan kotouttamiseen osanottajamaissa. Työn toimeksiantajana toimii Keravan Opisto.

Opinnäytetyössä tutkimusmenetelminä käytettiin kvalitatiivista havainnointia ja audiovisuaalista dokumentointia. Työ on hyvin käytännönläheinen, ja pääpaino on videotuotoksella, jonka materiaali kerättiin LIME-projektin päätösseminaarissa Keravalla 13. kesäkuuta 2013. Työn teoriaosassa kuvaillaan kulttuurien välisen kommunikoinnin sekä audiovisuaalisen dokumentoinnin perusteita, ja annetaan tarkempi kuvaus LIME-projektin sisällöstä.

Tämä opinnäytetyö on toteutustavaltansa pilottityö ja esimerkkinä siitä, että opinnäytetyö voidaan toteuttaa vaihtoehtoisin menetelmin. Opinnäytetyön toteuttaminen videomuodossa tuottaa tekijöilleen paljon uutta tietoa audiovisuaalisesta dokumentoinnista ja lisäksi tieto kulttuurien välisestä kommunikoinnista ja Eurooppaa koskevista kotouttamiseen liittyvistä asioista lisääntyy. Tavoitteessa luoda videomateriaali LIME-projektin päätösseminaarista onnistuttiin hienosti; työn tuloksena on puolituntinen dokumenttivideo. Videon avulla voidaan havainnollistaa paremmin LIME-projektin loppuseminaarin sisältöä Euroopan komissiolle, joka valvoo Euroopan unionin rahoituksen alaisia projekteja. Video on nähtävillä YouTubessa nimellä ”LIME Final Seminar in Kerava”.

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1 Introduction

The overall purpose of this study was to produce an audiovisual document of a final seminar that was held in Kerava Finland in June 13th in 2013. The seminar was part of the European Union, later on referred as the EU, funded project called Learning on Immigration and Multicultural Education; LIME. The project was created by Kerava Adult Education Center, later on referred as Keravan Opisto, which is a nonprofit adult education center in Southern Finland, Uusimaa region.

The idea for this thesis came from the researcher's supervisor. Both of the researchers were looking for a thesis topic that would be something different than just writing theories and making questionnaires. The Planner-Coordinator Mari Raatikainen from Keravan Opisto asked Laurea students to help her with organizing the LIME final seminar in Kerava, Finland. A group of tourism degree students took care of planning the event program, booking facilities and other event practicalities such as hosting the event. A suggestion of making an audiovisual documentation of the project was introduced to the representatives of Keravan Opisto and the idea was approved by them.

This research emphasizes mainly on the audiovisual outcome and that is why the theory part was limited to cover only the necessary information that the researcher considered important in order to implement the thesis process. The theory part will shortly present the basics of educational tourism, intercultural communication and describe more specifically the aims and purpose of the LIME project.

Research methods used in the thesis were qualitative observation and audiovisual documentation. The tool for making the document was called Sony Vegas pro 9. The more specific description of the video will be discussed in chapter 6.

2 Research Plan and Research Problem

This thesis project started with making a research plan and a timetable for the process. A research plan forms the basis of every research project and leads up to the preparation of the actual research. It clearly communicates one's research ideas to other people such as evaluators. It is important that the research plan is clear because every reader should understand what the research is about even if they are not experts in the research area. (Surakka 2013, 4-8.)

This thesis is a project work, which doesn't include an actual research problem. Usually the research problem is clearly described on the research plan, research questions are stated and there are also clear plans on how to gain the needed knowledge and how to answer the research questions. In a good research plan there are also time frames in which this information will be gained. A good research plan also lives with the research. This means that the research plan can change if the plan made before is not suitable for the results gained. In this thesis there was a lot of variation on the plan along the process. (Eskola & Suoranta 2001, 36-45.)

The timetable for this thesis process reaches from January 2013 to October 2013. The process started in January by taking part on the first thesis work lecture in January 2013 and making preliminary tasks to get to know the thesis making process. The recording of the audiovisual material took place in Kerava in June 13th 2013. Also additional material was filmed on June 14th. Theory part and the video was planned to be ready for the thesis seminar in October 2013.

3 Argumentation for the thesis

This thesis was a project conducted by the researchers in cooperation with Keravan Opisto. Thesis has to be based on science and in this particular case the theory part creates the science perspective. We are introducing the basics of intercultural communication and educational tourism together with audiovisual documentation and the LIME seminar. The aim of this thesis is that the researchers learn how to do a bachelor's thesis. The researchers will also learn how to use audiovisual documentation equipment such as video and digital cameras and to use video making programs.

This kind of research has not been done in Laurea Kerava Tourism Degree Programme before and therefore it will be interesting to see the result of this thesis. This project supports the Laurea University of Applied Sciences' learning by developing method.

4 Limitations of the Thesis

The thesis is limited into making a video documentation of the seminar. We shall not create any kind of questionnaire or survey related to the experiences or satisfaction of the seminar participants. This thesis isn't a quantitative or a qualitative research as such, though qualitative aspects may appear during the project. This is a case study made for the commissioner. In addition, we haven't taken part on the practical arrangements of the seminar, we have been observing as third parties.

When making the video, there were also certain restrictions which we needed to take into consideration, which also gave limitations for the thesis. We needed to be careful not to record any material where children under 18 years were present. Luckily there were only adults taking part on the seminar. These kinds of ethical aspects researchers face often when conducting a research. When recording something you always need to ask for a research permit. In addition, when trying to add music on the video, we found out that the copyright is very strict and we couldn't get any free background music for the video.

5 Research Approaches

This chapter introduces research methods that worked as a base for this thesis. Since the idea was to make an audiovisual documentation, qualitative and observative methods were the most suitable to use in this research.

5.1 Qualitative Research Method

Qualitative research methods are suitable when one wants to explore a phenomenon that has not been studied before or to understand complex phenomena that are difficult or impossible to approach or capture quantitatively. Qualitative methods can also be used together with quantitative research methods to support the results gained. (Ospina 2004, 9.) Qualitative research is mostly based on information expressed in words: descriptions, opinions, feelings and so on. (Walliman 2004, 187.)

5.2 Observation

Since there was no similar kind of thesis made before, the researchers could not use secondary data to examine what other researchers had done before. Therefore observation was chosen for a method for primary data collection. Observation is a method used to record the behavior of the research subjects. There are two kinds of observation methods, disguised or undisguised. The former means that research subjects are unaware that they are being ob-

served. Undisguised observation means that research subjects know that they are being observed. Although the latter method eliminates some ethical concerns, the subjects may behave differently because they are aware of the fact that they are being observed. (Wilson 2010, 134-136, 159-160.)

A research permit of using the video material was asked from the participants by email. Also the audience of the LIME final seminar in Kerava was informed that the seminar was to be filmed.

5.3 Audiovisual Documentation

In this thesis work the audiovisual documentation was playing the biggest role. The core of the thesis was to produce a video of the final seminar of LIME for the project participants to reflect on afterwards, and to give a better picture of the event to those who aren't familiar with the LIME project.

The term "audiovisual", often shortened into AV, or A/V, means sound and visible factors. It can either be living or still picture depending on the source and methods used. In addition, sound and lights are audio-visual effects. Video recording is the method for making audio-visual documentation. Audio-visual material is used in TV and radio programmes, movies and in music industry, for example. Also different business and study presentations include audio-visual material. (Keränen & Lamberg & Penttinen 2005, 10.)

When making AV-material, and especially when documenting something, the aim is usually to provide information for a third party. The ancient communication method is speech, but due to fast improvements in technology, new methods of communication and documentation are getting more and more popular. Good example on the matter is the fact, that people don't share their holiday experiences with friends around a coffee table after the trip, they load a video in the social media channels on the spot. The audiovisual documentation can be said to be "visual research method". (Pink 2007, 21.)

There are many factors which should be taken into consideration when making audiovisual material. First of all you need to have proper equipment for that; we were using video camera Canon HD for recording. Also a digital camera was used to take pictures. The video itself was edited with Sony Vegas pro 9 programme.

6 Theory Aspects of the Thesis

Theory part of this study consists of discussing what educational tourism is, explaining the basics of intercultural communication and describing LIME project. Both educational tourism and intercultural communication are closely related to this thesis work since LIME final seminar was a process where its participants were not only on an educational trip to learn about integration of immigrants but also they were tourists coming from different cultures and communicating with each other continuously.

6.1 Educational Tourism

Educational tourism is a relatively unfamiliar phenomenon in tourism industry. The history of it leads to the Grand Tour in the seventeenth century, which is considered as the beginning of the tourism industry. The Grand Tour was an educational travel across Europe, taken part by the British aristocrats. Although the educational tourism has always been there in some form, only recently they have started to research and identify the characteristics of this kind of tourism activity. Educational tourism is a wide and diverse field and often hidden in another tourism types hence it has not been in the centre of researches. It is usually considered as a sub-sector of a bigger entity and not as a major subject in itself, due left outside of a deeper examination. As examples, participation in a language school in a foreign country, exchange programmes between Universities, study excursions and field trips through a school course can be counted into educational tourism. Nevertheless, there are educational characteristics also in cultural tourism and ecotourism, not to mention any other types of tourism, because each traveller experiences the travelling in a unique way. (Ritchie 2003, xv, 10.)

The demand for educational tourism alternatives seems to be increasing; people want to experience something extraordinary and get the best advantage out of the holidays. People are highly educated nowadays, especially in the Western countries, and the meaning of education and lifelong learning is highly considered. This leads to a situation where ordinary tourism destinations are not enough for the tourists anymore. Due to this, the educational tourism is remarkable field of tourism not only among the students, but among the individual leisure travellers as well. The phenomenon of educational tourism should be more closely investigated in order to offer exact tourism services for this increasing customer segment in the future. (Ritchie 2003, 9.)

A tourist is usually described as a person who overnights outside his/her home region. A person, who makes a domestic or cross-border daytrip to an unfamiliar destination, is an excursionist. An educational tourist or excursionist then again is a person whose main target for the

trip is learning and educational advantages. Learning and education plays the major role during the trip, or is at least the secondary factor for the trip. (Ritchie 2003, 18.)

According to Brent W. Ritchie (2003, 18), the definition of the educational tourism is “tourist activity undertaken by those who are undertaking an overnight vacation and those who are undertaking an excursion for whom education and learning is a primary or secondary part of their trip. This can include general educational tourism and adult study tours, international and domestic university and school students’ travel, including language schools, school excursions and exchange programmes. Educational tourism can be independently or formally organised and can be undertaken in a variety of natural or human made settings.”

Educational tourism often includes a special interest towards something; the traveller wants to learn a new language or get a higher education in some specific field of study. The trip will be planned based on this interest and in order to strengthen the existing skill or gather new information. Special interest tourism is a definition already as itself, defined by the World Tourism Organization, but it can be included to “REAL travel”, which also serves educational tourism. REAL travel is a shortage of Rewarding, Enriching, Adventuresome, Learning experience. (Ritchie 2003, 28-29.)

Educational tourism goes often hand in hand with educational entertainment, “edutainment”. Edutainment is a concept which serves tourists with special interests, such as educational tourists. Edutainment is action during the trip; tourist can have certain programme during the trip, for example a language school’s course programme which includes different kinds of activities. Edutainment’s core is that the person develops his/her skills by attending on some activity during the leisure time. (Ritchie 2003, 102.)

The LIME -project is in the core of educational tourism. The aim of the project was to share and learn the teaching methods that the adult education centres use for immigrant education in each participant country. There were 8 countries from the European Union taking part on the project. The project started in 2011 when the first project meeting was held in Cyprus. The subject of the meeting was ICT learning for immigrants. Visits were made in 6 countries during the project and each time there was a certain subject for the visit and a scheduled programme related to it.

The final seminar of LIME was held in Kerava, Finland, in June 2013. The educational part was the daytime programme where the participant countries introduced reflections of the project from their own perspective. The LIME project created also further cooperation between some countries in the future. The participants learned new methods to implement in their own education centres when teaching immigrants and helping them to adjust to the new culture and

environment. Educational entertainment, then again, was included to the programme after the official seminar. The participants had special activities in Helsinki and neighbouring areas in an entertaining but educating way. They learned about Finnish culture on a trip in Tuusula, where they familiarized with the artistic history of Rantatie. They also took part on a dinner cruise in Helsinki seashore, where they had an opportunity to be introduced to the city from a marine perspective.

6.2 Intercultural Communication

The LIME seminar is about communicating between cultures, creating connections between different cultures and getting along with each other despite the different backgrounds of one another. (LIME 2012a.) In order to understand intercultural communication, it is good to take a closer look to the definition of culture and communication.

Culture is a complex phenomenon that is challenging or even impossible to define so that it would cover all the aspects wanted. Different scientific fields such as sociology, psychology and anthropology have their definitions of culture that differ from each other depending on the point of view. (Reisinger & Turner 2003, 4) Tylor defined the concept of culture in 1924 by following words: Culture is a complex whole which includes knowledge, beliefs, art, morals, law, customs and any other capabilities and habits acquired by man as a member of society (Reisinger & Turner 2003, 5). Culture is an important part of people's everyday lives. Cultural rules and norms help to achieve harmony in society. There are differences in cultures around the world. Maximum differences are between the cultures of Western and Eastern societies. Problems often occur when those differences are not recognized. (Reisinger & Turner 2003, 6.)

As it was stated in the previous chapter, culture is a multidimensional concept.

Reynolds and Valentine give a definition to culture in their book *Guide to Cross-Cultural Communication* and this definition is valid to research at hand. Culture is acquired and shared. From the day the infant is born he or she is taught certain cultural patterns by parents and other members of the community. The way of acting towards, for example, elderly people is learned with the help of the surrounding community and by the time one becomes an adult, these things become invisible to the person. Culture defines the core values for people. The group that has been taught to same culture usually forms the same core values. Cultures resist change. Although cultures change the same core values stay the same. (Reynolds & Valentine 2011, 16-19.)

According to Carey culture is a "symbolic process whereby reality is produced, maintained, repaired and transformed" (Carey 1989, 23). Just like culture, communication is a complex

component and therefore hard to define. There are different perspectives that describe communication and the complicate nature of it. Social science perspective stresses that the components of communication are sender and receiver, message, channel and context. Communication tends to be patterned and thus can be predicted. Social science point of view takes into consideration variables such as gender or the nature of the relationship between the communicators. (Martin & Nakayama 2013, 96-97.)

An interpretive perspective stresses that communication is an ongoing event. Whenever one meets another person, they start sending and receiving messages both verbally and non-verbally. In different cultures same words or gestures may have different meanings. When people communicate, they assume that the receiver share the same meaning as the sender of the message. If this assumption is wrong and the receiver does not understand the message, a misunderstanding is likely to occur. (Martin & Nakayama 2013, 97.). Intercultural communication is communication between people whose symbol systems and perceptions are distinct enough to change the communication event (Porter & Samovar 2001, 49). Intercultural communication as a term is as hard to define as culture but in this context intercultural communication examines how people from different cultures, beliefs and religions come together to work and communicate with each other (Kwintessential 2004.)

6.3 Learning on Immigration and Multicultural Education

The abbreviation LIME comes from the words Learning on Immigration and Multicultural Education. LIME is an EU-funded project initiated by Kerava Adult Education Centre in Finland. The idea for the project came from the headmaster of Keravan Opisto, Pertti Rantanen. Back in 2011 Rantanen knew that a law of promoting integration was coming into force in Finland at the first of September in 2011. (Soppela 2013.)

The aim of the law is to support and enhance the integration of immigrants in Finland. It aims to give the immigrants a chance to take actively part on the actions of the Finnish society. In addition the aim is to improve equality and a positive interaction between different demographic groups. The law demands that immigration services are operated by municipalities. Municipalities have to give immigrants information about actions that help their integration to the Finnish society. This includes for example social and health care services and education. (Ministry of Justice 2013.)

Because of this law, Rantanen had the idea of creating an international project where different European countries could learn from each other's immigration issues and integration policies. Rantanen gave the application making process to the Planner-Coordinator Mari Raatikainen. She applied the funding for the project and also decided the countries that

would be involved in the project. Keravan Opisto set the targets and aims of the project. They needed guidance and ideas on how to deal with immigrant issues and this was why the LIME project was created in the first place. (Soppela 2013.)

An official application to the European Union was made in co-operation with all the participants to get funding for the project. After all the practicalities were made, the project had its kick-off in October 2011 in Cyprus. All partners gave a presentation of their organization in order to give a better view to all participants about their co-operators. In this meeting the targets and aims of the project were clarified and also some practicalities such as creating and updating the LIME websites were agreed. The purpose of the LIME project was to deal with immigrant and multicultural adult education and immigrant integration. The participants wanted to share their knowledge and expertise to each other and learn from one another. The participant countries became aware in the first seminar that an exact topic to LIME project was hard to define because of the fact that each country had different immigration problems and different kind of immigrant laws and policies. (LIME 2011.)

Despite the differences between laws and policies, aims of the project were set to provide good practices, experiences, data, methods and training course modules in the partner organizations and communities to help the participants to develop their immigrant adult education services. LIME also aimed to find ways to encourage immigrants to learn a new language, computer and other skills in order to help their integration to the new society. (LIME 2012.)

The next meeting was in Switzerland in March 2012 and the subject of the meeting was intercultural and multilingual communication. The next three seminars were in Iceland, Italy and Latvia and the final seminar that ended the whole project was held in Finland from 12th to 16th of June. (Appendix 1. Project Cycle)

6.4 Project Participants

In this chapter all the LIME-project partners are introduced in order to give a better view of what kind of organizations were involved in the process. Keravan Opisto is a non-profit local adult education center that was founded in 1948. The city of Kerava owns the center and it functions under the Department for Leisure, Culture and Sports. Each year Keravan Opisto offers approximately 440 courses in different fields such as languages, ICT, sports and handicrafts. Keravan opisto offers education to people with special needs and also to ones that have a risk to social exclusion or marginalization. (LIME 2012b.)

Adult education centers Cyprus are functioning under the Cyprus Ministry of Education. These centers are non-profitable regional units and their main goal is to offer free adult education

to people living in Cyprus. Courses are given to people with special needs and also to immigrants. Centers were established in 1960 and they were mainly located in the countryside. In 1974 the functions were extended to cover also cities and today the centers cover all corners in the free region of Cyprus. (LIME Application 2011, 11.)

Swiss Adult Education Association (Verband der Schweizerischen Volkshochschulen - VSV) is a non-profit national adult education center in Switzerland. VSV carries out more than 11,000 courses and there are approximately 160,000 persons attending their courses yearly. VSV has several aims and the most important ones are promoting and offering adult education, developing national universities, fostering cooperation between their members and support them in their activities. VSV has expertise in working with migrants and refugees and the association is recognized as a key promoter of social inclusion and diversity in Switzerland. (LIME Application 2011, 15.)

Culture and Educational studio Talent City comes from Latvia. It is non-profit and non-governmental organization and it is based in the Riga, the capital city of Latvia. Talent City arranges workshops for women and young people where they teach Latvian culture by offering courses on making traditional Latvian handmade crafts and introducing folklore events. Talent city offers a program in English language that introduces the participants to Latvian culture and heritage. Talent City is striving to develop its work with immigrants. (LIME Application 2011, 19.)

The Italian project partner was Organizzazione Sviluppo e integrazione- O.S.A that was founded in 2004 by a group of people who wanted to create a non-profit structure with high expertise. O.S.A offers activities to immigrants and local people, both young and old. The association has experience in counseling immigrants in how to find work, education and how to integrate to the new society. (LIME Application 2011, 23.)

Foundation for International Migration and Development FIMD was a partner from the Netherlands. This foundation is also a non-profit and non-governmental organization with an aim to exchange information and expertise among migrant organizations, policy makers and researchers in the Netherlands and on an international level. (LIME Application 2011, 28.)

Iceland was represented by a Center of Lifelong Learning (MSS) that was established in 1988 and provides adult education in various forms from basic to university level. In 2011 the center had more than 4,000 students. Because of the economic situation in Iceland, the role of MSS giving education and support to unemployed people has grown. MSS works closely with the Icelandic unemployment office and the labor unions to create more support to those in need. (LIME Application 2011, 32.)

Foundation of Polish Academy of Sciences (PAN) was established in 2003 and it promotes for an effective cooperation and mutual benefits of business and scientific circles as well as the people of the Lublin Region. One of the goals of PAN is to enhance social, scientific and economic actions connected with the development of the Lublin Region and to train and teach adults, which the Foundation considers a vital step towards promoting economic and technological advance. (LIME Application 2011, 36.)

7 Analysis and outcome of the research

Outcome of this research is the video of LIME seminar that can be seen on the i-lime.com website. The video itself starts by giving general information about the LIME project and introducing the aims of the project. After that starts the introductions of each seminar participant country and short video clips of their presentations. In the end of the video there are Laurea's exchange students' presentations where they tell about their experiences in Finland. Finally in the video there are few still pictures from the seminar days' activities.

According to the planner-teacher of artistry sciences of Keravan Opisto, Aune Soppela, a lot of good ideas were created by LIME project. According to Soppela the richness of the LIME project was the fact that there were non-governmental organizations, associations, governmental partners and adult education centers involved. The difference in doing things in different organizations and countries gave tools to all of the partners to improve and develop their own actions in immigrations services. A similar kind of project might be arranged in the future since immigration is an ongoing process in all of the partner countries. Co-operation between Italy and Finland has already begun. (Soppela 2013.)

8 Conclusions

First of all we should've made a clearer research plan and better timetables in the summer, but due to other responsibilities the time was running out. In addition the interviews should have been prepared more carefully and with more time in order to get more usable qualitative material for the actual video.

It was interesting to learn how to use video making program and an eye opening view on how hard it is to try to summarize a 20 minute video from 16 hours of materials. Surprising how much time it took to decide how the video would look like. Problem occurred when the commissioner did not have any specific demands on how the video should look like or what it should contain. The contact person of Keravan Opisto was on a summer holiday and due wasn't available during the summer when the video was made. In addition, the project part-

ners were contacted during the summer, but they were out of reach as well, unfortunately. This created some disbelief towards the whole project and created doubts on if the thesis would ever be able to finish off.

All in all we were contented with the video when reflecting to the fact that two absolute amateurs were behind the outcome. As mentioned before the process was very interesting and teaching and there could be need for these kinds of thesis works in the future, when companies are using more and more social media for advertising and sharing information. Another reason for increasing need for this kind of thesis is, as we all can admit after comparing the theory of this thesis and the video; one picture can tell more than a thousand words about one seminar.

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Appendix 1. Project Cycle

